DOCUMENT RESUME

ED 312 413 CE 053 487

TITLE	Adult Literacy Program Personnel Profile.
INSTITUTION	Metis Associates, Inc., New York, N.Y.
SPONS AGENCY	Literacy Assistance Center, New York, NY.
PUB DATE	86
NOTE	31p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Administrator Characteristics; *Adult Basic Education; Adult Educators; Adult Literacy; Adult Programs; Demography; *Educational Needs; *Literacy Education; Professional Development; *Teacher Characteristics; *Teacher Qualifications; Wages
IDENTIFIERS	*New York (New York)

ABSTRACT

A study was conducted to find out about the people who conduct and work in adult literacy programs in New York City (NYC). Through a questionnaire distributed to NYC literacy practitioners working in programs operated by public libraries, the City University of New York, the New York City Board of Education, and community-based organizations, the researchers gathered a broad range of information including demographics, prior work experience, employment conditions, job satisfaction, and staff development needs. Data collected from 191 respondents (20 percent) were analyzed using descriptive statistics and content analysis procedures to create a staff profile. Some of the findings were as follows: (1) 70 percent were white women, 65 percent of whom were in their 30s and 40s; (2) 94 percent of the staff had earned at least a bachelor's degree, with more than 60 percent of them having at least one master's degree; (3) they had a strong connection with and involvement in the field of adult literacy; (4) about three-fourths have teaching experience; (5) the majority of literacy instructors work part time, and administrative and support staff generally work full time; (6) most have worked 3 years or less in their present positions; (7) most personnel are paid hourly, with teachers paid from less than $9 to $25; (8) administrators' salaries begin at $15,000 annually, with one-third making more than $20,000 per year; and (9) staff were interested in attending various forms of development activities. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED312413

ADULT LITERACY PROGRAM
PERSONNEL PROFILE

Prepared by:
Metis Associates, Inc.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A M Covert

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE053487

Literacy Assistance Center, Inc.

1986

BEST COPY AVAILABLE

ADULT LITERACY PROGRAM

PERSONNEL PROFILE

Prepared By:
Metis, Associates, Inc.

Literacy Assistance Center, Inc.
15 Dutch Street, New York, N.Y. 10038

1986

1985 was the beginning of a major expansion of literacy services in New York City. Literacy programs throughout the city offered instruction to almost twice as many students as in the previous year. As services were expanded, policymakers and literacy practitioners saw a need for more information on various aspects of literacy services: who is being served; who is providing the service; what types of instruction are being provided; and, more generally, what is known about the practice of adult literacy.

Comprehensive information about adult literacy programs is scarce and research is extremely limited. The Literacy Assistance Center (LAC) seeks to contribute to the literacy field by addressing long-standing questions and expanding the knowledge base.

A critical element in an effective literacy effort is the personnel--teachers, tutors, managers, counselors, and others--who deliver the service. The LAC commissioned the services of Metis Associates, a firm which has effectively worked with a wide range of New York adult education programs as well as education programs throughout the country, to conduct the study "Adult Literacy Program Personnel Profile."

Through a questionnaire distributed to NYC literacy practitioners working in programs operated by public libraries, the City University of New York, the New York City Board of Education, and community based organizations, Metis Associates gathered a broad range of information including demographics, prior work experience, employment conditions, job satisfaction, and staff development needs. Data collected were analyzed using descriptive statistics and content analysis procedures. The resulting staff profile offers insights into the job perceptions and needs of program personnel and identifies types of staff development activities that would be useful.

The personnel profile is one of three studies prepared for the LAC in fiscal year 1986 to provide essential preliminary information on adult literacy. Combined with the findings of Professor Gordon Darkenwald in his review of current research in adult literacy and of Matrices Consultants Inc. in their study of adult literacy curricula, the information gathered through the survey of practitioners will help determine areas for future research of interest and relevance to the literacy community.

Jacqueline Cook
Executive Director

Verna Haskins Denny
Research Coordinator

Adult Literacy Program Personnel Profile

I. Introduction

Meeting the needs of the adult learner is an issue of growing importance to professionals in the field of education. The number of adults seeking enrollment into literacy training programs is growing at a rapid rate. Additional funds, provided through New York City's Municipal Assistance Corporation (MAC), New York State's Employment Preparation Education (EPE) legislation, the federal Adult Education Act (AEA) and other sources, have been earmarked recently to meet the growing need for adult literacy services. In New York City, community-based organizations (CBOs), public libraries, labor unions and city institutions as large as the Board of Education (BOE) and the City University of New York (CUNY) are rapidly expanding their services to address the educational needs of the swelling population of illiterate adults.

As the number of adult literacy programs expands, and as new programs come into being, there is an increased demand for qualified personnel - teachers, tutors, administrators, counselors and others - to deliver needed services. The rapid expansion of New York City's literacy programs is exemplified by the fact that more than 75 percent of adult literacy program personnel have been on their current jobs for three years or less. But who are these professionals? What attracted them to this work? How have they been prepared for their roles? What do they need to help them better perform their jobs?

In an effort to begin to answer some of these basic questions, the Literacy Assistance Center (LAC) retained the services of Metis Associates, Inc. (Metis). Metis was asked to develop a profile of literacy personnel which contained a wide array of information about the men and women who currently are providing literacy services to adults in New York City.

This report contains a description of the methods used by Metis to conduct this work, and includes a presentation of the profile data as well as a description of program personnel's current needs for staff development. Also included in the report are a number of recommendations for additional research.

II. Methods

Metis Associates, Inc., in collaboration with research staff at the Literacy Assistance Center, Inc., developed a questionnaire designed to obtain a wide range of information about adult literacy personnel. The questionnaire contained both open- and closed-coded items regarding:

- demographic characteristics;
- professional qualifications;
- employment histories;
- job descriptions;
- professional affiliations;
- job satisfaction; and
- needs and preferences for staff development.

A copy of the questionnaire is included as Appendix A.

In December, 1985, questionnaires were distributed to each of New York City's adult literacy program providers in sufficient numbers to permit responses from all program personnel. Stamped, self-addressed envelopes were provided in order to facilitate cooperation from the respondents.

Questionnaires were returned from a representative sample[1] of approximately 20 percent of the population (191 individuals). Represented in the sample were responses from each of the four major provider types (e.g., BOE, CUNY, CBOs and libraries), as well as from each of the job categories under study (e.g., tutors, teacher/instructors, counselors, paraprofessionals, administrators).

Data from the analysis of returned questionnaires are presented in the next section - III. Findings.

---

[1] Independent validations of several of the sample's measures of central tendancy indicate that the sample is broadly representative of the personnel serving New York City's adult literacy population. Therefore, inferences from the sample statistics about the total population's characteristics can be considered to be reliable.

III. Findings

This section describes the results of the analysis conducted on questionnaires returned by literacy program personnel. Findings are presented in two sections:

- a literacy program personnel profile; and
- a description of program personnel's staff development needs and preferences.

A. Adult Literacy Program Personnel Profile

Included in this section is an overview of respondents' characteristics with respect to:

- demographics, credentials and prior work experience;
- present employment conditions; and
- job satisfaction and career goals.

1. Demographics, credentials and prior work experience

Analysis of the questionnaires returned by program personnel illustrates that literacy staff members are predominantly white (70.1%) women (71.1%) in their thirties and forties (65%). While these data typify the predominant staff characteristics, it is evident that there is still a range of ethnicities and ages represented among the respondents:

- Ethnicities

  - Black..... 15.2%
  - Hispanic..... 9.8%
  - Asian and American Indian.. 4.9%
  - White..... 70.1%

- Ages

  - > 59 years..... 5.3%
  - 50-59 years..... 14.0%
  - 40-49 years..... 27.5%
  - 30-39 years..... 37.4%
  - < 30 years..... 15.8%

The staff is an educated group; 94 percent of the respondents have earned a minimum of a bachelor's degree. Of this group, the majority (63.4%) have at least one master's degree. Degrees were most often in primary or secondary education (28.3%), but specializations in English (13.5%), ESL (12.9%) and reading (8.2%) were also reported. Appendix B contains a rank-order list of the major courses of study associated with respondents' highest earned degrees. The long list of associations, coalitions and councils (e.g., International Reading Association, Association for Adult and Continuing Education, Coalition for Adult Providers) with which program staff are affiliated illustrates these professionals' strong connection with and involvement in the field of adult literacy. (See Appendix C for a complete list of respondents' professional affiliations. Affiliations are listed in rank order based upon the frequency of the responses.)

Professionals presently working in adult literacy programs are not new to the field of education; 73.5 percent of the respondents have work experience related to teaching, 38 percent having taught an adult population prior to their current position. In fact, many of the respondents (21.8%) became involved in adult literacy as a result of a prior position. Others were introduced to the field by family or friends (18.2%), other professionals (8.8%), volunteer work (8.8%) or articles and advertisements in newspapers (8.8%). Some respondents (10%) indicate that a strong personal interest in the field encouraged their professional involvement.

2. Present employment in adult literacy programs

Questionnaires were returned by teacher/instructors (61.4% of all respondents were teacher/instructors), tutors (11.1%), counselors (4.2%), administrators (8.5%), teacher/administrators (9.0%) and others (5.8%). Almost half (47.1%) of the literacy program personnel live in the community in which they work.

The majority of teachers and instructors currently are working on a part-time basis; 79 percent of the teachers work at their literacy assignments 29 hours per week or less. Of this group, 43.1 percent indicate that they teach less than ten hours per week. Of those part-time teachers, 60 percent hold other jobs, half of which are full-time positions. Not surprisingly, the majority of these jobs (86.6%) are in education or related fields.

As can be seen in Table 1, the situation is reversed with administrative and support staff. These positions are staffed primarily by full-time employees; 65 percent indicate that they work at their present position 30 hours per week or more. Daily work schedules vary; 36.5 percent of the staff work days, 33.3 percent work in the evenings, and 30.1 percent work a combination of day and evening hours. This variety maximizes the times services are available to students.

Literacy staff are relatively new to their present positions. Of the respondents, over three-quarters (76.6%) have worked at their position for three years or less, with more than one-third (35.1%) of this group working for less than one year. Only 33.6% of all respondents have worked at their current literacy agencies for more than three years.

Table 1

Total Number of Hours Respondents Work by Job Description

		Job Descriptions					
		Teacher/ Instructor	Administrator	Counselor	Tutor	Other	Total Row
1-9 hours	N	50	5	2	19	2	78
	%	64.1	6.4	2.6	24.4	2.6	100.0
	%	43.1	15.2	25.0	90.5	18.2	41.3
10-19 hours	N	21	5	1	-	1	28
	%	75.0	17.9	3.6	-	3.6	100.0
	%	18.1	15.2	12.5	-	9.1	14.8
20-29 hours	N	20	1	-	1	1	23
	%	87.0	4.4	-	4.4	4.4	100.0
	%	17.2	3.0	-	4.8	9.1	12.2
30 plus hours	N	25	22	5	1	7	60
	%	41.7	36.7	8.3	1.7	11.7	100.0
	%	21.6	66.7	62.5	4.8	63.6	31.7
Total Number		116	33	8	21	11	189
Row Percent		61.4	17.5	4.2	11.1	5.8	100.0
Column Percent		100.0	100.0	100.0	100.0	100.0	100.0

KEY: How to interpret each cell.

Position of Number	What the Number Represents
Top	Number of respondents in each category
Middle	Percent of respondents of row total (read across)
Bottom	Percent of respondents of column total (read down)

The majority (88.4%) of teachers, and almost 70 percent of all literacy program personnel, are paid on an hourly basis. The hourly rates for teachers vary from less than $9. an hour up to $25. an hour. Of the teachers surveyed, 41.7 percent earn between $10. and $18. an hour while 54.7 percent earn between $19. and $25. hourly. The range in hourly rate varies by provider agency. Administrators, who are generally full-time employees, are most often paid on an annual basis. Administrators' salaries begin at $15,000. annually, with over one-third (35.3%) earning more than $20,000. a year.

3. Job satisfaction and career goals

An overwhelming majority of respondents describe their present position as fulfilling (91.5%), challenging (97.2%) and stimulating (85.0%). Professionals presently working in adult literacy programs express a strong desire to remain in the field. When asked about their future career goals, only 12.7 percent express an interest in entering an unrelated occupation. Many want to become better teachers, helping to establish higher standards in the field of adult literacy (21.1%). Others look forward to administering their own adult literacy program (12.7%). Some see the need to return to school and further their own training in the field (12%). (A rank-order listing of respondents' career goals is included in Appendix D.)

Respondents generally view their present positions as helpful in the achievement of their future career goals. Many teachers said they are gaining valuable teaching experience which is building professional skills (28.4%). In addition, respondents were enthusiastic at having the opportunity to work with diverse adult populations (20%). Current positions help respondents achieve career goals in other ways: having experience in the planning and creation of curricula (9.0%); sharing administrative responsibilities (7.1%); and having flexibility to learn about and experiment with new educational techniques (6.5%). Insufficient time and money are often cited by respondents as the major obstacles to fulfilling their career goals.

B. Staff Development Needs and Preferences

This section delineates:

- areas in which respondents desire staff development;
- types of staff development activities preferred;
- availability of staff to attend staff development activities; and
- incentives which would motivate participation in staff development programs.

1. Areas in need of staff development

Respondents were asked to indicate the extent to which they desired staff development in each of several areas of job performance: adult learning; curriculum and materials; and strategies and management. Several specific topics were evaluated within each of these areas.

Among the topics included in the adult learning category were: needs of the adult learner, learning styles, teaching styles and motivational techniques. The curriculum and materials section included: development, acquisition and utilization of curriculum and materials, and using microcomputers for instruction. The strategies and management section asked respondents if staff development was desired in areas such as: grouping, teaching, support services and planning.

In order to provide the most useful information, staff development needs and preferences are presented here by job category. Although in some cases the number of respondents within job categories is small, these data can be informative for planning appropriate staff development activities.

Following are lists of each respondent group's top four choices for staff development. Respondent groups include teachers, administrators, counselors, administrator/teachers (i.e., respondents who indicated that they have both teaching and administrative responsibilities), and tutors.

A. Teachers

1. using microcomputers for instruction
2. curriculum/material acquisition
3. curriculum/material development
4. curriculum/material utilization

B. Administrators

1. program evaluation
2. program development
3. diagnostic/prescription
4. grouping

C. Counselors

1. curriculum/material acquisition
2. using microcomputers for instruction
3. motivational techniques
4. program evaluation

D. Administrator/teacher

1. motivational techniques
2. program development
3. learning styles
4. teaching styles

E. Tutors

1. teaching reading
2. teaching ESL
3. record keeping
4. motivational techniques

Table 2 illustrates each group's top ten choices for assistance. Mean ratings and ranks are shown on Table 2. Lower means indicate expressions of greater need.

2. Types of staff development activities preferred

Respondents were asked to review a list of seven different methods for receiving staff development services, and to rank-order each method based on their personal preferences (e.g., 1 = most preferred, 7 = least preferred). A mean rank was calculated for each method and then the seven methods were ranked according to these means.

Table 3 shows respondents' preferences regarding the various methods of participating in staff development activities. (Once again, the lower the mean rating, the higher the rank.) For example, it can be seen in Table 3 that teacher/instructors' most preferred method of receiving staff development support would be through observing in-class demonstrations (rank = 1). By contrast, this method was the fifth choice for administrators. Averaging over all respondents, the most preferred approach to staff development would be through attending workshops. The least preferred approach would be through attending group lectures.

3. Availability

Respondents were asked to indicate the times and days they could be available to attend staff development activities. The greatest number of respondents indicated that the best times for them to attend would be weekday afternoons (47.2%) or weekday mornings (40.5%). Other times respondents are available include weekday evenings (37.3%) and Saturday mornings (37.2%). Vacation periods people expressed interest in were; Easter/spring week (36.3%), early July (35.5%), and late July (30.3%). Table 4 contains an analysis of the times respondents could be available to attend staff development activities.

Table 2

Mean Scores and Rank Order of Top Ten Preferences for Staff Development by Job Description

Type of Assistance Desired	Teacher		Tutor		Counselor		Administrator		Admin/Tchr		Total	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Needs of the adult learner	2.29	-	1.94	7	2.00	5	2.56	-	2.00	6	2.16	8
Learning styles	2.19	6	1.87	6	2.50	-	2.36	-	1.79	3	2.14	5
Teaching styles	2.27	9	1.86	5	2.75	-	2.55	-	1.92	4	2.27	-
Motivational techniques	2.24	8	1.81	4	1.86	3	2.30	-	1.69	1	1.98	2
Curriculum/material development	1.98	3	2.36	-	2.33	-	2.11	7	2.17	10	2.19	10
Curriculum/material acquisition	1.83	2	3.20	-	1.75	1	2.11	7	2.00	6	2.18	9
Curriculum/material utilization	2.14	4	2.42	-	2.50	-	2.14	10	2.14	8	2.27	-
Using microcomputers for instruction	1.82	1	2.39	-	1.80	2	2.09	6	2.15	9	2.05	3
Grouping	2.68	-	2.50	-	2.00	5	2.00	4	2.55	-	2.34	-
Questioning techniques	2.67	-	2.22	10	2.50	-	2.67	-	2.37	-	2.47	-
Diagnostic/prescription	2.49	-	2.29	-	2.80	-	1.88	3	2.27	-	2.35	-
Reading-teaching	2.55	-	1.67	1	2.67	-	2.33	-	2.27	-	2.30	-
ESL-teaching	2.21	7	1.70	2	2.00	5	2.33	-	2.23	-	2.14	5
Record keeping	2.45	-	1.75	3	2.00	5	3.00	-	2.50	-	2.34	-
Intake	2.88	-	3.75	-	2.17	10	2.57	-	2.40	-	2.75	-
Using microcomputers for instructional management	2.17	5	2.14	9	2.20	-	2.00	5	2.21	-	2.14	5
Day-to-day and long-range planning	2.51	-	2.83	-	2.14	9	2.11	7	2.39	-	2.40	-
Program evaluation	2.45	-	2.00	8	1.88	4	1.46	1	1.92	4	1.94	1
Program development	2.28	10	2.50	-	2.50	-	1.56	2	1.75	2	2.12	4

Method of Staff Development Preferred by Respondents by Job Description

Method	Tchr/Instrtor		Tutor		Counselor		Administrator		Teacher/Admin		Total	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Attending lecture group	4.93	7	3.71	3	4.13	5	5.09	7	4.54	6	4.48	7
Viewing a video tape	4.02	5	4.43	5	4.88	7	3.64	4	4.36	5	4.27	5
Observing in-class demonstrations	3.07	1	3.71	3	3.88	3	3.70	5	3.58	2	3.58	2
Receiving and reading written materials	3.66	3	4.93	7	3.63	2	4.79	6	4.60	7	4.32	6
Receiving on-site assistance	4.19	6	3.07	1	4.25	6	2.67	1	4.25	4	3.68	3
Attending workshops	3.16	2	3.13	2	3.25	1	3.50	3	2.79	1	3.17	1
Participating in program intervisitations	3.85	4	4.62	6	4.00	4	3.00	2	3.86	3	3.87	4

Attendance at Workshops
by Job Description

	Tchr		Tutor		Counselor		Admin		Tch/Admin		Total	
Specified Time	%-YES	Rank	%-YES	Rank	%-YES	Rank	%-YES	Rank	%-YES	Rank	%-YES	Rank
Weekday-AM	24.5	6	6.2	7	50.0	1	57.1	2	64.7	1	40.5	2
Weekday-afternoon	23.6	7	31.2	3	37.5	2	60.0	1	58.8	2	42.2	1
Weekday-PM	42.5	1	56.2	1	25.0	4	33.3	3	29.4	5	37.3	3
Saturday-AM	42.5	1	43.8	2	37.5	2	26.7	4	35.3	4	37.2	4
Saturday-afternoon	33.0	3	25.0	4	12.5	6	13.3	6	41.2	3	25.0	5
Saturday-PM	8.5	8	6.2	7	----	8	----	9	5.9	8	4.1	9
Sunday-AM	30.2	4	12.5	6	12.5	6	20.0	5	11.8	7	17.4	7
Sunday-afternoon	30.2	4	18.8	5	25.0	4	13.3	6	17.6	6	21.0	6
Sunday-PM	8.5	8	----	9	----	8	13.3	6	5.9	8	5.5	8
Christmas week	10.3	6	7.1	6	25.0	3	20.0	6	5.9	6	13.7	6
Late July	29.5	5	14.3	3	25.0	3	35.7	3	47.1	2	30.3	3
Easter/spring week	30.5	4	28.6	1	50.0	1	42.9	1	29.4	3	36.3	1
Early August	31.4	3	14.3	3	37.5	2	28.6	5	29.4	3	28.2	4
Early July	41.9	1	28.6	1	12.5	6	35.7	3	58.8	1	35.5	2
Late August	35.2	2	14.3	3	25.0	3	42.9	1	23.5	5	28.2	4

4. Incentives which would motivate respondents to participate in staff development activities

Literacy staff members were given a list of six different incentives and asked which one(s) would motivate them to participate in staff development activities. Following is a list of the six incentives. Included for each incentive is the percentage of respondents who indicated that the factor would motivate them to participate in staff development activities. Table 5 contains an analysis of each respondent group's incentives.

Incentives	% Motivated by Incentive
Professional development	72.0
Personal development	59.2
College (graduate school) credit	44.4
Additional compensation	41.5
Release time	30.1
Promotion	27.5

Table 5

Incentives Which Would Motivate Respondents to Participate in Staff Development Activities by Job Description

Type of Incentive	Teacher		Tutor		Counselor		Administrator		Teacher/Admin		Total	
	%-YES	Rank	%-YES	Rank	%-YES	Rank	%-YES	Rank	%-YES	Rank	%-YES	Rank
Personal development	53.7	3	53.8	1	62.5	2	61.5	2	64.7	2	59.24	2
Professional development	77.8	1	46.2	2	75.0	1	78.6	1	82.4	1	72.0	1
College (graduate school) credit	44.4	4	7.7	3	62.5	2	42.9	3	64.7	2	44.4	3
Promotion	41.7	5	7.7	3	37.5	4	21.4	6	29.4	6	27.54	6
Release time	41.7	5	7.7	3	12.5	6	35.7	4	52.9	5	30.1	5
Additional compensation	69.4	2	----	6	37.5	4	35.7	4	64.7	2	41.46	4

IV. Conclusions and Recommendations

Data contained in this report provide an initial overview of New York City's adult literacy programs with respect to a wide array of staff characteristics and with respect to staff's perceived needs and preferences regarding staff development. Clearly, these descriptive data can begin to answer some of the basic questions about the men and women who are providing adult literacy services in New York City, and they can be used to help plan for and deliver effective and needed staff development services.

It is recommended that these data be disseminated to and reviewed by representatives of the adult literacy provider community in order to explore fully the implications of the results. As is often the case, data from this initial work suggest a number of questions for further study. For example:

- What are the relationships between various staff characteristics and measures of program implementation or effectiveness? Significant staff characteristics might include:

  - years of experience;
  - age;
  - prior experience and training;
  - job satisfaction;
  - part-time/full-time status; and
  - instructional methodology.

  Some or all of these variables (or others not listed here) may be systematically associated with specific outcomes, program modalities, target populations, etc.

- Do staff and agency characteristics interactively affect student outcomes? If so, how?

Answers to such research questions could provide valuable insights regarding adult literacy program models and associated outcomes. However, in order to adequately address these issues, it would be necessary to access a staff data base which is systematically linked to program and student information.

It is therefore recommended that consideration be given to the creation and maintenance of an automated unit-record personnel data base which would be fully integrated with student and program data currently maintained within the Adult Literacy Information and Evaluation System (ALIES). Such an integrated system would have the added benefit of supporting such critical administrative and program management functions as: staff assignments; scheduling; proposal development; program planning; personnel management; and program evaluation.

Literacy Assistance Center, Inc.
15 Dutch Street, 4th Floor
New York, NY 10038
212 267-5309

Appendix A

SPQ1185F
November 21, 1985

Staff Profile: Literacy Programs

Today's Date ____/____/____ Agency type: BOE ☐; CBO ☐; CUNY ☐; Library ☐; Other ☐.

Introduction

The Literacy Assistance Center (LAC) has developed and distributed this questionnaire as a means for supplementing the A.L.I.E.S. student and program data base with important information about the people who make adult literacy programs run; you, the program personnel. The questionnaire is designed to gather information about:

- demographics;
- job satisfaction;
- job descriptions; and
- technical assistance needs and preferences.

Please answer the questions as completely and candidly as possible. (Note that the questionnaire is anonymous, so please do not put your name anywhere on the document.) The questionnaire should not take long to complete.

We very much appreciate and need your cooperation. Thank you.

I. Demographic Data

A. Personal

1. Date of birth: ____/____/____ 2. Sex: F ☐; M ☐.
3. Ethnic identity: American Indian ☐; Asian ☐; Black ☐; Hispanic ☐; White (other) ☐.
4. Marital status: _____

B. Professional

1. Present assignment: Check (✓) all that apply.
   teacher/instructor ☐; tutor ☐; paraprofessional ☐; counselor ☐; administrator ☐; other ☐, specify _____

1a. How many hours do you work at this total assignment per week? _____

1b. What is your work schedule for this total assignment? _____

1c. If you are a teacher/instructor, how many hours do you teach per week? _____

1d. If you are an administrator, how many hours, if any, do you teach per week? _____

1e. Describe other employment, if any. _____

What is your work schedule for this other employment?

2. Years in present assignment: _____
3. Years at agency: _____

(over)

4. Pay basis: hourly ☐; annual ☐; other ☐, specify _____

4a. Rate of pay: _____

5. Do you live in the community in which you work? Yes ☐ No ☐

6. Briefly describe prior work experience: _____

7. Credentials.

7a. Earned degrees: Please check all of your earned degrees.
A.A. ☐; B.A. ☐; M.A. ☐; Ph.D. ☐; Other ☐, specify _____

7b. Please specify your major course of study for your highest earned degree. _____

7c. Other credentials (e.g., licenses, certifications, staff training).

8. Professional affiliations: _____

9. Other comments regarding personal or professional characteristics? _____

II. Job Satisfaction

1. How did you become involved in adult literacy education? _____

2. What are your career goals? _____

3. How does your current assignment help you to achieve the above-stated goals?

4. What are the obstacles, if any, to the attainment of the above-described career goals? _____

5. Indicate whether you agree or disagree with each of the following statements:

My present adult literacy assignment is:

- fulfilling..... agree ☐ disagree ☐
- challenging..... agree ☐ disagree ☐

My work environment is:

- stimulating..... agree ☐ disagree ☐

6. Other comments regarding job satisfaction? _____

III. Description of Job Assignment. This section is designed to capture information about your current job assignment.

1. Briefly describe the student population at your agency. Include: level and type of instruction, average age, ethnicity, sex, objectives, educational background. _____

1a. Approximately how many students register for your agency's program each fiscal year? _____

2. Briefly describe the student population with whom you work. Include: level and type of instruction, average age, ethnicity, sex, objectives and educational background. _____

3. Briefly describe your program's activities (e.g., schedule, approach, resources, types of instructional activities, etc.). _____

4. Other descriptors of your literacy program? _____

IV. Technical Assistance Needs and Preferences

A. Needs This section will assess your technical assistance needs in several key areas. Please indicate the extent to which you agree or disagree with each of the following statements by circling the appropriate letter(s) as follows: Strongly Agree = SA; Agree = A; Not Sure = N; Disagree = D; Strongly Disagree = SD; Not Applicable = NA. Please circle only one response for each statement.

Adult Learning

I would like assistance in the following theoretical areas:

- needs of the adult learner..... SA A N D SD NA
- learning styles..... SA A N D SD NA
- teaching styles..... SA A N D SD NA
- motivational techniques..... SA A N D SD NA
- other theoretical areas:

_____..... SA A N D SD NA
_____..... SA A N D SD NA
_____..... SA A N D SD NA

Curriculum and Materials

I would like assistance in:

- curriculum/materials development..... SA A N D SD NA
- curriculum/materials acquisition..... SA A N D SD NA
- curriculum/materials utilization..... SA A N D SD NA
- using microcomputers for instruction..... SA A N D SD NA
- other curriculum/materials-related topics:

_____..... SA A N D SD NA
_____..... SA A N D SD NA
_____..... SA A N D SD NA

Strategies and Management

I would like assistance in:

- grouping..... SA A N D SD NA
- questionning techniques..... SA A N D SD NA
- individualized..... SA A N D SD NA
- diagnostic/prescription..... SA A N D SD NA
- the teaching of:
  - reading..... SA A N D SD NA
  - mathematics..... SA A N D SD NA
  - writing..... SA A N D SD NA
  - ESOL..... SA A N D SD NA
  - other curriculum areas:

_____..... SA A N D SD NA
_____..... SA A N D SD NA

- record keeping..... SA A N D SD NA
- time management..... SA A N D SD NA
- interviewing techniques..... SA A N D SD NA
- referral skills..... SA A N D SD NA
- counseling..... SA A N D SD NA
- intake..... SA A N D SD NA
- using microcomputers for instructional management..... SA A N D SD NA
- day-to-day and long-range planning..... SA A N D SD NA
- program evaluation..... SA A N D SD NA
- program development..... SA A N D SD NA
- other topics related to strategies and management:

_____..... SA A N D SD NA
_____..... SA A N D SD NA
_____..... SA A N D SD NA

B. Type of Technical Assistance Preferred

1. What method(s) of receiving technical assistance do you prefer? (Please rank your preferences from 1 = most preferred to 8 = least preferred.)

	Rank
• attending a group lecture...	_____
• viewing a video tape.....	_____
• observing in-class demonstrations.....	_____
• receiving and reading written materials.....	_____
• receiving on-site assistance.....	_____
• attending workshops.....	_____
• participating in program intervisitations.....	_____
• other.....	_____ specify: _____

2. If workshops were given:

a. What are the best times for you to attend? (Check all that apply.)

- Weekdays: mornings _____ afternoons _____ evenings _____
- Saturdays: mornings _____ afternoons _____ evenings _____
- Sundays: mornings _____ afternoons _____ evenings _____

b. Would you be interested in attending during any of the following vacation periods? (Check all that apply.)

- Christmas week _____
- Easter/Spring week _____
- Early July _____
- Late July _____
- Early August _____
- Late August _____

3. Which of the following incentives would motivate you to participate in technical assistance activities? (Check all that apply.)

- personal development _____
- professional development _____
- college (or graduate school) credit _____
- promotion _____
- released time _____
- additional compensation _____
- other, specify _____

Other comments regarding technical assistance needs and preferences?

_____

_____

_____

_____

_____

_____

Thank you.

Please return this questionnaire by December 20, 1985, in the envelope provided.

Appendix B

Major Courses of Study for Highest Earned Degree

1. Secondary Education
2. Primary Education
3. Sociology/Psychology
4. ESL
5. Literature/English
6. Science/Math
7. Special Education
8. Computers
9. Administration and Supervision (Educational)
10. Human Services (Social Work, Counseling, Criminal Justice)
11. Speech
12. Adult Education
13. Reading
14. Librarian
15. OTHER; Arts, Music, Law, History

Appendix C

Professional Affiliations

1. Reading Reform Foundation
2. International Reading Association
3. Association for Adult and Continuing Ed.
4. NGINGHA Society
5. National Council Teachers of English
6. Coalition of Adult Providers
7. Modern Language Association
8. NYS Teachers of ESL
9. NYS Association for Education of Deaf People
10. Council for Exceptional Children
11. ABE Consortium Committee
12. Business Teachers Association
13. Phi Beta Kappa
14. National Association of Social Workers
15. Professional Staff Congress
16. American Psychological Association
17. UFT
18. AFLCIO
19. AEA
20. AFTRA
21. MENSA
22. AAACE
23. NYSRA
24. NYSUT
25. NACCE
26. PTA
27. ACE
28. UTA
29. NEA
30. AFT
31. Other

Appendix D

Career Goals

1. be a good teacher, e.g., maintain high standards
2. research
3. computer work/software design
4. ESL teacher
5. higher education degree
6. curriculum development
7. administer adult program
8. support family
9. career in counseling/SW/human service
10. teacher training
11. material development
12. psychologist
13. consultant
14. public school administrator
15. college professor
16. parity with NYC teachers
17. teach learning disabled adults
18. unknown
19. unrelated